# 2004-2005  No Child Left Behind - Blue Ribbon Schools Program

## U.S. Department of Education

**Cover Sheet**          Type of School:  x Elementary __ Middle __ High __ K-12

Name of Principal   Mrs. Annette Marie Jones_____
        (Specify: Ms., Miss, Mrs., Dr., Mr., Other)  (As it should appear in the official records)

Official School Name  Immaculate Heart of Mary School_____
        (As it should appear in the official records)

School Mailing Address  317 East 57th Street_____
        (If address is P.O. Box, also include street address)

_Indianapolis_____Indiana_____46220-2517_____
City                                                      State              Zip Code+4 (9 digits total)

County __Marion_____School Code Number*___C600_____

Telephone ( 317 ) 255-5468 _____Fax ( 317 ) 475-7379 _____

Website/URL www.ihmindy.org_____  Email ajones@ihmindy.org_____

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date_____
(Principal's Signature)

Name of Superintendent*  Ms. Annette "Mickey" Lentz_____
        (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name  Archdiocese of Indianapolis_____ Tel. (317) 236-1430_____

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
 (Superintendent's Signature)

Name of School Board       Mr. John Christ
President/Chairperson ————————————————————————————————————————
        (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(School Board President's/Chairperson's Signature)

*Private Schools: If the information requested is not applicable, write N/A in the space.

# PART I - ELIGIBILITY CERTIFICATION

**[Include this page in the school's application as page 2.]**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award.*

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

# PART II - DEMOGRAPHIC DATA

**All data are the most recent year available.**

**DISTRICT** (Questions 1-2 not applicable to private schools)

1.    Number of schools in the district:    _____ Elementary schools
                                           _____ Middle schools
                                           _____ Junior high schools
                                           _____ High schools
                                           _____ Other

                                           N/A TOTAL

2.    District Per Pupil Expenditure:    N/A

      Average State Per Pupil Expenditure:    N/A

**SCHOOL** (To be completed by all schools)

3.    Category that best describes the area where the school is located:

      [   ]    Urban or large central city
      [   ]    Suburban school with characteristics typical of an urban area
      [ X]    Suburban
      [   ]    Small city or town in a rural area
      [   ]    Rural

4.    ___5___ Number of years the principal has been in her/his position at this school.

      __N/A___ If fewer than three years, how long was the previous principal at this school?

5.    Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

| Grade | # of Males | # of Females | Grade Total | | Grade | # of Males | # of Females | Grade Total |
|---|---|---|---|---|---|---|---|---|
| **PreK** | 0 | 0 | **0** | | **7** | 22 | 24 | **46** |
| **K** | 23 | 19 | **42** | | **8** | 20 | 24 | **44** |
| **1** | 22 | 26 | **48** | | **9** | | | |
| **2** | 24 | 25 | **49** | | **10** | | | |
| **3** | 26 | 24 | **50** | | **11** | | | |
| **4** | 30 | 24 | **54** | | **12** | | | |
| **5** | 26 | 24 | **50** | | **Other** | | | |
| **6** | 19 | 20 | **39** | | | 212 | 210 | |
| | | | **TOTAL STUDENTS IN THE APPLYING SCHOOL** → | | | | | 422 |

*[Throughout the document, round numbers to avoid decimals.]*

6.  Racial/ethnic composition of       97.75 %  White
    the students in the school:           .25 %  Black or African American
                                               .40 %  Hispanic or Latino
                                 1.60 %  Asian/Pacific Islander
                                       0 %  American Indian/Alaskan Native
                              **100% Total**

    Use only the five standard categories in reporting the racial/ethnic composition of the school.

7.  Student turnover, or mobility rate, during the past year (2004-2005):  .47%

    (This rate should be calculated using the grid below.  The answer to (6) is the mobility rate.)

| **(1)** | Number of students who transferred *to* the school after October 1 until the end of the year. | 1 |
|---|---|---|
| **(2)** | Number of students who transferred *from* the school after October 1 until the end of the year. | 1 |
| **(3)** | Subtotal of all transferred students [sum of rows (1) and (2)] | 2 |
| **(4)** | Total number of students in the school as of October 1 (same as in #5 above) | 422 |
| **(5)** | Subtotal in row (3) divided by total in row (4) | .0047 |
| **(6)** | Amount in row (5) multiplied by 100 | .47 |

8.  Limited English Proficient students in the school:      0      %
                                                           0      Total Number Limited English Proficient
    Number of languages represented: N/A
    Specify languages:  N/A

9.  Students eligible for free/reduced-priced meals:      0      %

          Total number students who qualify:           0

    If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services:   8%

                                     34   Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

| | | | |
|---|---|---|---|
| 0 | Autism | 0 | Orthopedic Impairment |
| 0 | Deafness | 0 | Other Health Impaired |
| 0 | Deaf-Blindness | 22 | Specific Learning Disability |
| 1 | Hearing Impairment | 10 | Speech or Language Impairment |
| 0 | Mental Retardation | 0 | Traumatic Brain Injury |
| 1 | Multiple Disabilities | 0 | Visual Impairment Including Blindness |

11. Indicate number of full-time and part-time staff members in each of the categories below:

**Number of Staff**

| | **Full-time** | **Part-Time** |
|---|---|---|
| Administrator(s) | 2 | 0 |
| Classroom teachers | 23 | 2 |
| Special resource teachers/specialists | 1 | 2 |
| Paraprofessionals | 5 | 2 |
| Support staff | 2 | 2 |
| Total number | 33 | 8 |

12. Average school student-"classroom teacher" ratio:   18:1

13. Show the attendance patterns of teachers and students as a percentage.  The student dropout rate is defined by the state.  The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort.  (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.)  Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate.  (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

| | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 | 1999-2000 |
|---|---|---|---|---|---|
| Daily student attendance | 97.4% | 97.0% | 97.2% | 97.4% | 97.2% |
| Daily teacher attendance | 96% | 97% | 97% | 97% | 97% |
| Teacher turnover rate | 8% | *24% | 11% | 19% | *39% |
| Student dropout rate (middle/high) | N/A | N/A | N/A | N/A | N/A |
| Student drop-off  rate (high school) | N/A | N/A | N/A | N/A | N/A |

*Family relocations, maternity leaves, and career change opportunities account for the higher teacher turnover rate.

14.     (**High Schools Only**)  Show what the students who graduated in Spring 2004 are doing as of September 2004.

| | |
|---|---|
| Graduating class size | _____ |
| Enrolled in a 4-year college or university | _____% |
| Enrolled in a community college | _____% |
| Enrolled in vocational training | _____% |
| Found employment | _____% |
| Military service | _____% |
| Other (travel, staying home, etc.) | _____% |
| Unknown | _____% |
| **Total** | 100 % |

# PART III - SUMMARY

Immaculate Heart of Mary School is a fully accredited Catholic elementary school (kindergarten through grade eight) located in the Meridian-Kessler neighborhood in Indianapolis, Indiana (Archdiocese of Indianapolis).

**Community:** Immaculate Heart of Mary School is blessed with a true spirit of community and is extremely family-oriented. Immaculate Heart of Mary School students are drawn almost entirely from our predominately Caucasian parish community. The socio-economic level falls between the middle class to upper-middle class range. Parents choose this community school because they desire to have their children learn in a Catholic, academically challenging, structured, and service-oriented environment.

**Mission Statement:** Immaculate Heart of Mary School is committed to the spiritual, academic, social, and emotional growth of each child. Faculty and parents strive to meet these objectives:
*To promote within each student the knowledge, pride, and appreciation of Catholic, Christian heritage
 and values.
*To challenge each student to meet his or her academic expectations.
*To call each student to Christian behavior toward self and others.
*To encourage each student to develop and maintain a sense of self-discipline, accepting the
 responsibility that accompanies maturity.
"Community is at the heart of Christian education; not as a concept to be taught, but as a reality to be lived."

**Spiritual:** The theme for this school year is "Sowers of God's Kindness". Daily prayer and reflection are integral parts of each day. Students participate in weekly Masses. Retreats for students in grades two, four, six and eight are incorporated into the curriculum. Christian values and life skills are reinforced in and out of the classroom. Community service is expected of all students. Our school has a special relationship with a school in Nuevo Paraiso, Honduras.

**Academic:** Students score above state and Archdiocesan averages on the Indiana Statewide Testing for Educational Progress (ISTEP+) Testing. A majority of graduates continue their education at local Catholic high schools and achieve a high level of success as indicated on our former student surveys.

**Faculty and Staff Members:** Immaculate Heart of Mary School is fortunate to have a balance of outstanding experienced teachers and dedicated new teachers. The pastor is extremely supportive of the school. The part-time social worker received the Indiana Social Worker of the Year Award in 2003.

**Parental Involvement:** The parental involvement at Immaculate Heart of Mary School remains outstanding! The parent volunteers touch many areas of the school, including School Commission, Home and School Association, fundraising activities, math lab, classroom volunteers, lunch and recess duty helpers, coaching, and field trip volunteers.

**Accreditation:** Immaculate Heart of Mary School is fully accredited by the Indiana Department of Education and is an applying member of the North Central Association, Commission on Accreditation and School Improvement. Based on a comprehensive school profile, Immaculate Heart of Mary School is working toward the achievement of these three goals:
*All students will improve their problem-solving skills across the curriculum.
*All students will improve their writing skills across the curriculum.
*All students will improve and demonstrate decision-making based on Catholic faith and values.

# PART IV – INDICATORS OF ACADEMIC SUCCESS

**1a.)**   Immaculate Heart of Mary School complies with the state-mandated testing program by administering the Indiana Statewide Testing for Educational Progress (ISTEP+) in the fall.  All students in grades three, six and eight take the mathematics and language arts assessments.  Therefore, the number of students reported at each grade level is 100% of the student population for that grade.  No alternative assessments are given.  For the data below, the percentages indicate the percentage of students passing the ISTEP+ testing.  Immaculate Heart of Mary School students have shown consistent academic excellence in recent years.

The ISTEP+ data shows the solid performance of the third grade students in the mathematics and language arts assessments.  In analyzing the mathematics results, the students have shown high mathematics achievement since the 2000-2001 school year, scoring 92% (00-01), 86% (01-02), 94% (02-03), and 92% (03-04) and 100% (04-05).  For the language arts results, the third graders have exhibited outstanding performance since the 2000-2001 school year, scoring 96% (00-01), 97% (01-02), 96% (02-03), 96% (03-04), and 96% (04-05).  Overall, for the 2004-2005 school year, the third grade mathematics score (100%) and language arts score (96%) clearly placed Immaculate Heart of Mary School third grade students in the top 10% in Indiana.

The ISTEP+ data shows the strong performance of the sixth grade students in the mathematics and language arts assessments.  In analyzing the mathematics results, the students have shown high mathematics achievement since the 2000-2001 school year, scoring 93% (00-01), 89% (01-02), 92% (02-03), 96% (03-04), and 100% (04-05).  For the language arts results, the sixth graders have exhibited outstanding performance since the 2000-2001 school year, scoring 93% (00-01), 89% (01-02), 94% (02-03), 96% (03-04), and 100% (04-05).  Overall, for the 2004-2005 school year, the sixth grade mathematics score (100%) and the language arts score (100%) clearly placed Immaculate Heart of Mary School sixth grade students in the top 10% in Indiana.

The ISTEP+ data shows the steady performance of eighth grade students in the mathematics and language arts assessments.  In analyzing the mathematics results, the students have shown high mathematics achievement since the 2000-2001 school year, scoring 87% (00-01), 96% (01-02), 88% (02-03), 89% (03-04) and 98% (04-05).  For the language arts results, the eighth graders have exhibited outstanding performance since the 2000-2001 school year, scoring 98% (00-01), 100% (01-02), 100% (02-03), 98% (03-04), and 96% (04-05).  Overall, the 2004-2005 school year, the eighth grade mathematics score (98%) and the language arts score (96%) clearly placed Immaculate Heart of Mary eighth grade students in the top 10% in Indiana.

**b.)**   Immaculate Heart of Mary School has no significant subgroups based on this data: Ethnicity (Caucasian) 97.75%, Free and Reduced Lunch 0%, and Special Education Services 8%.

**c.)**   The Indiana Statewide Testing for Educational Progress (ISTEP+) has three levels: pass plus, pass, and did not pass.  In 2004-2005 for the third grade assessments, the highest/lowest scale score possible is 600/100.  The cut score for pass plus is 510 and for pass is 404.  For the sixth grade assessments, the highest/lowest scale score possible is 740/135.  The cut score for pass plus is 570 and for pass is 472.  For the eighth grade assessments, the highest/lowest scale score possible is 770/175.  The cut score for pass plus is 611 and for pass is 516.

**d.)** Information on the Indiana state assessment system may be found at this website: www.doe.state.in.us.

**2.**     Immaculate Heart of Mary School has implemented specific strategies for ensuring academic excellence and has measured student progress effectively through detailed analysis of assessment data. First, the school's master schedule was revamped to include common planning time, called Team Time, for groups of teachers. Team Time enables administrators and teachers to discuss assessment data, review curriculum standards, and plan lessons or activities together on a weekly basis.  Our first step for achieving student improvement has been consistent communication among administrators, faculty, and staff members.

The administrators, faculty and staff members utilize formal and informal data to determine strengths and weaknesses in our curriculum based on Indiana Academic Standards.  All staff members are responsible for assessing data and determining how they can contribute to improving the students' scores in critical areas.  Each staff member has ownership in the data analysis process.  In addition to ISTEP+ data, the educators utilize informal assessments to monitor students' progress and improve students' performance.  The staff members review Faith 2000 data (Archdiocesan Religion Assessment, grades 3,6,8), Accelerated Reader data (grades 4-8), tests, quizzes, essays and daily homework.

Finally, professional development activities are based on our students' needs, problem-solving skills and writing skills, as identified through the North Central Accreditation Process.  Administrators and teachers have attended numerous professional development conferences in order to acquire current methods and instructional strategies. During faculty meetings, the teachers share the new instructional strategies with each other, so all students and teachers can benefit from a workshop or conference.


**3.**     Immaculate Heart of Mary School believes in communicating student performance, including assessment data, to parents, students and the community.  Teachers and parents hold formal and informal conferences about student performance throughout the year.  Parent-Teacher Conferences are scheduled at the end of the first quarter.  Parents of students in kindergarten through grade six have traditional Parent-Teacher Conferences.  Seventh and eighth grade students meet with their parents and advisors during Student-led Conferences.  In addition, teachers often confer with students about their grades and provide additional assistance or study sessions for students.

Parents of students in grades four through eight receive formal academic reports eight times during the school year.  Formal progress reports are prepared and distributed at the mid-point of each quarter.  Report cards are sent home at the end of each quarter.  Students in grades five through eight have the opportunity to achieve three levels of honor roll: Principal's List (4.00), High Honor Roll (3.99-3.50), and Honor Roll (3.49-3.00).  All honor students are presented certificates at a school-wide assembly and their names are published in our school newsletter.  Periodically, students and faculty members are recognized for their accomplishments at school-wide assemblies.

In order to converse more adequately with parents about academic standards, teachers have copies of the Indiana Academic Standards and the Indiana Frameworks books.  Teachers have participated in school-wide meetings and team meetings focusing on the Indiana Academic Standards.  Teachers lead discussions and track students' academics and interests using the Indiana Guidance Portfolio system.  All parents are given a copy of the Indiana Academic Standards booklet annually.  Also, parents receive a letter and a copy of their child's ISTEP+ results.  School-wide ISTEP+ results are published in the school newsletter, local newspapers, and are available on the Indiana Department of Education website and the Immaculate Heart of Mary School website.

**4.**     Immaculate Heart of Mary School has shared its successes with other schools.  Immaculate Heart of Mary School has hosted numerous professional development opportunities in our building.  Our faculty and staff members have invited educators from other buildings and have answered questions about our scheduling, curriculum, programs, and activities.  Likewise, our teachers have observed and attended meetings at other schools.  Our students have benefited from these mutual exchanges of information.

Immaculate Heart of Mary School teachers have provided outreach to other professionals in the community.  Several teachers have hosted college students for college practicums and student teaching experiences.  Some experienced faculty members have presented at conferences and have served as mentors in our building or as mentor trainers for the Archdiocese of Indianapolis.  These experiences enable the faculty members to share their knowledge, experiences and successes.

Immaculate Heart of Mary School administrators have shared successes with other schools.  The principal has organized and attended monthly North Deanery Principals' meetings.  Through the principal's attendance at Indiana Principal Leadership Academy (IPLA) seminars, Indiana Department of Education meetings, North Central Accreditation (NCA) workshops, and Indianapolis Public School meetings, she has been involved in maintaining meaningful dialogue with other administrators in the state.  In addition, the principal has mentored new administrators and teachers.  The assistant principal has attended meetings involving standardized testing, special education, and safety issues.  Both administrators value opportunities to learn from other educators and share ideas with them.

Immaculate Heart of Mary School will continue to share our successes by communicating with our parents, students, colleagues, and community leaders.  The school's successes will be published in the school newsletter, parish bulletin, and on the parish and school websites.

# PART V – CURRICULUM AND INSTRUCTION

**1.** The curriculum at Immaculate Heart of Mary School reflects its mission statement as it presents each child with a challenging academic program rooted in the beliefs and values of the Catholic faith. The Indiana Academic Standards and the Archdiocesan Curriculum Guides provide a template for the instructional scope and sequence.

**Religion:** The religion curriculum includes daily prayer and reflection, weekly liturgies, study of Church history and traditions, service to the local and international community (Honduras), and character (values) education.

**Mathematics:** Students master computation skills and utilize higher level thinking skills in their daily work. Students "see" and "feel" mathematical concepts by using manipulatives. Eighth grade students learn algebra in preparation for the high school curriculum. After school, students have an opportunity to receive additional mathematics instruction twice a week in the Math Lab, sponsored by the junior high math teacher and parent volunteers.

**Science:** Through experiments and cooperative activities, students demonstrate their content knowledge. An interactive approach to scientific discovery enables students to develop logical reasoning and critical thinking skills. The curriculum is enhanced through projects, lab activities, models, Science Fair (grades five through eight), and field trips, such as the Challenger Program (space education).

**Social Studies:** Students learn geography, culture, citizenship, local, state, United States and world history through debates, projects, videos, guest speakers, field trips, Veterans' Day ceremony, and the International Fair. Fifth and sixth grade students become active participants in government and businesses through the Exchange City Program. The goal is to develop knowledgeable and caring citizens who are prepared to make informed choices.

**Language Arts:** The reading program focuses on phonics, vocabulary, comprehension, literature, writing process, higher level thinking skills and research skills. Effective speaking, listening, and writing standards are emphasized and linked to all other subject areas. Students enhance and enrich their skills through reports, creative writing, student-created books, and presentations. Seventh and eighth grade students complete an extensive research paper relating to the Science Fair or International Fair.

**Spanish:** Students in kindergarten through grade eight receive Spanish instruction. The Spanish teachers emphasize vocabulary, conversational skills, sentence structure, grammar, cultural information, and current events.

**Music:** All students participate in the general music program and perform in school-wide concerts. Students may select choir, beginning band or advanced band as extra-curricular activities.

**Physical Education:** Physical fitness and health concepts are taught through individual and team activities, lectures, and guest speakers. Students participate in Field Day, Jump Rope for the Heart, and the President's Physical Fitness program.

**Technology:** Students utilize their computer skills in the classroom, computer lab, and at home. Students learn basic skills, word processing, research, electronic mail, Internet, and presentation skills. Teachers link computer skills to classroom instruction.

**Art:** Students learn about art history, artists, pottery, printmaking, sketching, painting, chalk, and numerous other art skills. In the spring, the full-time art teacher hosts an incredible Art Fair showcasing the students' work throughout the year.

**Library Skills:** Students are regularly exposed to quality literature. Fourth through eighth grade students participate in the Accelerated Reader program, a computerized learning information system designed to monitor students' reading comprehension.

**Extra-Curricular Activities:** Students have the opportunity to participate in these school programs: Spelling Bee, Spell Bowl, Student Council, Young Hearts to Honduras program, Academic Olympics, essay contests, Geography Bee, Choir, and Beginning and Advanced Bands. The majority of students are involved in athletics sponsored by the Catholic Youth Organization (CYO). The Home and School Association (parent organization) organizes after school enrichment clubs in the areas of chess, art, drama, mathematic games, etc.

**2.**   Immaculate Heart of Mary School has maintained a strong language arts program by combining quality resources, excellent instructional strategies, and appropriate professional development.  The Indiana Academic Standards and the Archdiocesan Curriculum Guides are the basis for our reading decisions.

At the kindergarten level, the teacher and full-time aide focus on letter recognition, sound recognition, phonics, sight word vocabulary, writing skills, and listening skills.  The teachers in grades one through six currently use novels and the McGraw-Hill Reading program in their classrooms.  The junior high teachers incorporate novels and a literature-based program, EMC Masterpiece.  The language arts program is taught in an extended time format, which allows ample class time for reading and analyzing the text, exposing students to various literary styles, and promoting critical thinking skills. The students focus on grammar and English skills and demonstrate their knowledge of the academic standards through creative and analytic written responses. Overall, the reading program uses whole group and small group instruction focusing on phonetic skills, vocabulary, comprehension, writing process, higher level thinking skills, and study skills.

Immaculate Heart of Mary School is fortunate to have a full-time reading specialist on staff.  She provides whole group instruction and works with special needs' students in small groups.  Her teaching strategies include a multi-sensory approach in order to reach all students.  Also, a part-time resource teacher works with students in grades five through eight in all curricular areas.  She divides her time among classroom assistance, small group instruction, and whole group instruction.

To enhance their reading curriculum, students in grades four through eight participate in the Accelerated Reader program, a computerized learning information system designed to motivate, monitor and manage student reading practice.  Students select their own reading materials and take comprehension quizzes on the computer.  The teachers set individual goals quarterly and monitor the students' progress via diagnostic reports.  The Accelerated Reader program has fostered a love of reading among students and assisted teachers with detecting students who may be struggling with reading skills, especially comprehension.

Immaculate Heart of Mary School has chosen this approach to reading to ensure success for our students. The teachers have noted great increases in the students' abilities with decoding, comprehension, vocabulary, grammar, analyzing literature and writing creative and analytical pieces.

**3.**   As a school community, we believe that the religion curriculum plays an essential role in reinforcing the school's mission statement: Immaculate Heart of Mary School is committed to the spiritual, academic, social, and emotional growth of each child.

Our pastor, Fr. Jeff Godecker, is very involved with the students' spiritual development.  He celebrates the children's liturgy weekly, focusing on topics that are age-appropriate and pertinent to their lives.  Students plan, create and participate in the school liturgies.  Fr. Jeff has worked with our eighth grade students to perform the Mime of the Passion for the student body and the school community.  He has been very willing to listen and offer counsel concerning family and student situations. Prayer and Scripture have been integrated into the curriculum as a personal and communal experience.

The challenging academic standards have been maintained and enhanced by the special atmosphere of our Catholic school.  Students at each grade level attend a regularly scheduled religion class.  The curriculum includes instruction in prayer, Catholic tradition, and values.  Students study the Mass, the Church calendar, saints, customs, and history.  Students are taught to recognize gifts from God and to use their gifts fully.  Religious discussions give students a forum to express and reflect on their values and beliefs.  Numerous students participate in a teacher-led Lenten Prayer Group.

Many service projects reflect our mission statement of respecting others and living our Christian values.  Students bring their stewardship envelopes to the weekly liturgies.  Students are involved with collections to support local and international missions.  Our parish and school leaders have developed a close connection with a community in Honduras.  The teachers started a Young Hearts to Honduras Club, leading our students to pray and plan service projects benefiting the Honduran people.  Immaculate Heart of Mary School students witness and participate in a service-oriented and outward reaching community.

**4.** Immaculate Heart of Mary School believes in academic excellence for all students. To achieve this goal, students' needs and learning styles are the primary considerations for organizing the curriculum and instruction.

Immaculate Heart of Mary School has an excellent support staff that addresses and accommodates the individual needs of the students. We have employed five full-time instructional aides and two part-time aides who work throughout the building. For a recent class, one instructional aide "followed" the students from sixth grade until eighth grade graduation due to the high percentage of special needs students. In addition, the school is fortunate to have a full-time reading specialist who primarily works with students in kindergarten through grade four. The two part-time instructional aides and the part-time resource teacher assist students in grades five through eight. The junior high math teacher and parent volunteers provide a free math lab to students twice a week. Teachers host review sessions for students as they prepare for tests and large projects, such as term papers, the International Fair, or the Science Fair. Finally, our assistant principal is the liaison between Immaculate Heart of Mary School and the public schools in the area. She organizes documentation, communicates with teachers and parents, and attends case conferences of our special needs students serviced by our public schools.

ISTEP+ scores and teacher assessments are used to group students for instruction within the classroom. Students may learn material in whole group, small group, or individual formats. Both heterogeneous and homogeneous grouping are utilized throughout the building. Students' instruction involves note taking, lab work, lecture, cooperative learning groups, team-building activities, learning centers, Accelerated Reader program, dramatization, field trips, and individual learning. More capable students are challenged and students who have special needs receive accommodations, such as copied notes, Alpha Smart technology, oral testing, multi-sensory approaches, and extended time.

The combination of an outstanding support staff, a variety of instructional strategies, and regular parental involvement enables our students to meet or exceed their academic potential.


**5.** Immaculate Heart of Mary School rewards excellence in teaching and encourages professional development to improve student achievement and to promote collegiality among staff members. Professional development is aligned to our school goals, as defined through the North Central Accreditation Process, teacher goals, State and Archdiocesan standards and assessments. The teachers and administrators are primarily focusing on problem-solving and writing improvement.

Educators and staff members are dedicated to participating in various means of professional development. At workshops and conferences, educators have experienced professional development on individual, grade, team, school-wide, state, and national levels. Teachers have shared their knowledge and new instructional strategies in weekly team meetings and in monthly faculty meetings. The shared information directly results in increased student achievement. In addition, the principal and assistant principal observe faculty members regularly to assess, improve, and expand the best practices in teaching.

Specifically, teachers and staff members have gained knowledge through school-wide workshops and training. The computer teacher and the technology committee members have provided training on various technology topics, such as the Internet, Microsoft Outlook, web pages, and software. These workshops have provided techniques and ideas of implementing the acquired knowledge directly into the classroom setting. This professional development process has shown a direct impact on student achievement, as the students are taught these skills.

During this school year, several teachers have completed professional development in a Multi-Sensory course taught by the reading specialist. The teachers learned common terminology to discuss students' reading achievement and strategies for instruction. In order to improve students' writing, all educators and administrators have completed the 6+1 Traits Writing Program. Since their training, school-wide terminology and new writing strategies have been introduced to the students.

Overall, professional development has impacted student achievement as demonstrated by the classroom improvement and standardized testing gains that have been noted. At Immaculate Heart of Mary School, both professional development opportunities and dedication to the students drive the educators to explore and excel in their many fields.

# PART VI - PRIVATE SCHOOL ADDENDUM

*The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables.*

1. Private school association(s): Roman Catholic, National Catholic Education Association, Indiana Non-Public Education Association
(Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)

2. Does the school have nonprofit, tax exempt (501(c)(3)) status?      Yes  X    No

3. What are the 2004-2005 tuition rates, by grade? (Do not include room, board, or fees.)

   | $2,320 | $3,320 | $3,320 | $3,320 | $3,320 | $3,320 |
   |--------|--------|--------|--------|--------|--------|
   | K | 1st | 2nd | 3rd | 4th | 5th |

   | $3,320 | $3,320 | $3,320 | $_____ | $_____ | $_____ |
   |--------|--------|--------|---------|---------|---------|
   | 6th | 7th | 8th | 9th | 10th | 11th |

   | $_____ | $_____ |
   |---------|---------|
   | 12th | Other |

4. What is the educational cost per student?                    $4,023
   (School budget divided by enrollment)

5. What is the average financial aid per student?              $47.39

6. What percentage of the annual budget is devoted to          1%
   scholarship assistance and/or tuition reduction?

7. What percentage of the student body receives
   scholarship assistance, including tuition reduction?          2%

# Part VII: ASSESSMENT RESULTS
# STATE CRITERION-REFERENCED TESTS

| Grade 8: Math | | | | | |
|---|---|---|---|---|---|
| **ISTEP+ (Indiana Statewide Testing for Educational Progress)** | | | | | |
| **Edition/Publication Year 2003** | | | | | |
| **Publisher: CTB McGraw Hill** | | | | | |
| | | | | | |
| | **2004-2005** | **2003-2004** | **2002-2003** | **2001-2002** | **2000-2001** |
| **Testing Month** | September | September | September | September | October |
| | | | | | |
| **IHM Scores  Total % Pass** | 98% | 89% | 88% | 96% | 87% |
| **% Pass Plus** | 34% | 22% | 12% | N/A* | N/A* |
| **% Pass** | 64% | 67% | 76% | 96% | 87% |
| **% Not Pass** | 2% | 11% | 12% | 4% | 13% |
| **% Undetermined** | 0% | 0% | 0% | 0% | 0% |
| | | | | | |
| **Number of students tested** | 44 | 45 | 42 | 46 | 47 |
| **Percent of total students tested** | 100% | 100% | 100% | 100% | 100% |
| | | | | | |
| **Number of students alternatively assessed** | 0 | 0 | 0 | 0 | 0 |
| **Percent of students alternatively assessed** | 0% | 0% | 0% | 0% | 0% |
| | | | | | |
| **State Scores: Percent Pass** | 72% | 72% | 68% | 67% | 65% |
| **State Scores: Percent Did Not Pass** | 28% | 28% | 32% | 33% | 35% |

**\*ISTEP+ scores were not reported in leveled categories until 2002-2003.**

| Grade 8: Language Arts |
|---|
| ISTEP+ (Indiana Statewide Testing for Educational Progress) |
| Edition/Publication Year 2003 |
| Publisher: CTB McGraw Hill |

| | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 |
|---|---|---|---|---|---|
| **Testing Month** | September | September | September | September | October |
| | | | | | |
| **IHM Scores  Total % Pass** | **96%** | **98%** | **100%** | **100%** | **98%** |
| **% Pass Plus** | **23%** | **27%** | **31%** | **N/A*** | **N/A*** |
| **% Pass** | **73%** | **71%** | **69%** | **100%** | **98%** |
| **% Not Pass** | **2%** | **2%** | **0%** | **0%** | **2%** |
| **% Undetermined** | **2%** | **0%** | **0%** | **0%** | **0%** |
| | | | | | |
| **Number of students tested** | **44** | **45** | **42** | **46** | **47** |
| **Percent of total students tested** | **100%** | **100%** | **100%** | **100%** | **100%** |
| | | | | | |
| **Number of students alternatively assessed** | **0** | **0** | **0** | **0** | **0** |
| **Percent of students alternatively assessed** | **0%** | **0%** | **0%** | **0%** | **0%** |
| | | | | | |
| **State Scores: Percent Pass** | **69%** | **66%** | **65%** | **69%** | **69%** |
| **State Scores: Percent Did Not Pass** | **31%** | **34%** | **35%** | **31%** | **31%** |

**\*ISTEP+ scores were not reported in leveled categories until 2002-2003.**

| Grade 6: Math | | | | | |
|---|---|---|---|---|---|
| **ISTEP+ (Indiana Statewide Testing for Educational Progress)** | | | | | |
| **Edition/Publication Year 2003** | | | | | |
| **Publisher: CTB McGraw Hill** | | | | | |
| | | | | | |
| | **2004-2005** | **2003-2004** | **2002-2003** | **2001-2002** | **2000-2001** |
| **Testing Month** | September | September | September | September | October |
| | | | | | |
| **IHM Scores  Total % Pass** | **100%** | **96%** | **92%** | **89%** | **93%** |
| **% Pass Plus** | **28%** | **19%** | **10%** | **N/A*** | **N/A*** |
| **% Pass** | **72%** | **77%** | **82%** | **89%** | **93%** |
| **% Not Pass** | **0%** | **4%** | **8%** | **11%** | **7%** |
| **% Undetermined** | **0%** | **0%** | **0%** | **0%** | **0%** |
| | | | | | |
| **Number of students tested** | **39** | **47** | **49** | **47** | **45** |
| **Percent of total students tested** | **100%** | **100%** | **100%** | **100%** | **100%** |
| | | | | | |
| **Number of students alternatively assessed** | **0** | **0** | **0** | **0** | **0** |
| **Percent of students alternatively assessed** | **0%** | **0%** | **0%** | **0%** | **0%** |
| | | | | | |
| **State Scores: Percent Pass** | **75%** | **73%** | **69%** | **62%** | **64%** |
| **State Scores: Percent Did Not Pass** | **25%** | **27%** | **31%** | **38%** | **36%** |

**\*ISTEP+ scores were not reported in leveled categories until 2002-2003.**

| Grade 6: Language Arts | | | | | |
|---|---|---|---|---|---|
| ISTEP+ (Indiana Statewide Testing for Educational Progress) | | | | | |
| Edition/Publication Year 2003 | | | | | |
| Publisher: CTB McGraw Hill | | | | | |
| | | | | | |
| | **2004-2005** | **2003-2004** | **2002-2003** | **2001-2002** | **2000-2001** |
| **Testing Month** | September | September | September | September | October |
| | | | | | |
| **IHM Scores  Total % Pass** | **100%** | **96%** | **94%** | **89%** | **93%** |
| **% Pass Plus** | **28%** | **13%** | **16%** | **N/A\*** | **N/A\*** |
| **% Pass** | **72%** | **83%** | **78%** | **89%** | **93%** |
| **% Not Pass** | **0%** | **4%** | **6%** | **11%** | **4%** |
| **% Undetermined** | **0%** | **0%** | **0%** | **0%** | **3%** |
| | | | | | |
| **Number of students tested** | **39** | **47** | **49** | **47** | **45** |
| **Percent of total students tested** | **100%** | **100%** | **100%** | **100%** | **100%** |
| | | | | | |
| **Number of students alternatively assessed** | **0** | **0** | **0** | **0** | **0** |
| **Percent of students alternatively assessed** | **0%** | **0%** | **0%** | **0%** | **0%** |
| | | | | | |
| **State Scores: Percent Pass** | **71%** | **71%** | **70%** | **54%** | **53%** |
| **State Scores: Percent Did Not Pass** | **29%** | **29%** | **30%** | **46%** | **47%** |

**\*ISTEP+ scores were not reported in leveled categories until 2002-2003.**

| Grade 3: Math | | | | | |
| :--- | :--- | :--- | :--- | :--- | :--- |
| ISTEP+ (Indiana Statewide Testing for Educational Progress) | | | | | |
| Edition/Publication Year 2003 | | | | | |
| Publisher: CTB McGraw Hill | | | | | |
| | | | | | |
| | **2004-2005** | **2003-2004** | **2002-2003** | **2001-2002** | **2000-2001** |
| **Testing Month** | September | September | September | September | October |
| | | | | | |
| **IHM Scores  Total % Pass** | **100%** | **92%** | **94%** | **86%** | **92%** |
| % Pass Plus | 34% | 32% | 26% | N/A* | N/A* |
| % Pass | 66% | 60% | 68% | 86% | 92% |
| % Not Pass | 0% | 8% | 6% | 14% | 8% |
| % Undetermined | 0% | 0% | 0% | 0% | 0% |
| | | | | | |
| **Number of students tested** | **50** | **53** | **47** | **36** | **50** |
| **Percent of total students tested** | **100%** | **100%** | **100%** | **100%** | **100%** |
| | | | | | |
| **Number of students alternatively assessed** | **0** | **0** | **0** | **0** | **0** |
| **Percent of students alternatively assessed** | **0%** | **0%** | **0%** | **0%** | **0%** |
| | | | | | |
| **State Scores: Percent Pass** | **74%** | **72%** | **67%** | **71%** | **71%** |
| **State Scores: Percent Did Not Pass** | **26%** | **28%** | **33%** | **29%** | **29%** |

**\*ISTEP+ scores were not reported in leveled categories until 2002-2003.**

| Grade 3: Language Arts | | | | | |
|---|---|---|---|---|---|
| ISTEP+ (Indiana Statewide Testing for Educational Progress) | | | | | |
| Edition/Publication Year 2003 | | | | | |
| Publisher: CTB McGraw Hill | | | | | |
| | | | | | |
| | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 |
| Testing Month | September | September | September | September | October |
| | | | | | |
| IHM Scores  Total % Pass | 96% | 96% | 96% | 97% | 96% |
| % Pass Plus | 34% | 30% | 15% | N/A* | N/A* |
| % Pass | 62% | 66% | 81% | 97% | 96% |
| % Not Pass | 4% | 4% | 4% | 3% | 4% |
| % Undetermined | 0% | 0% | 0% | 0% | 0% |
| | | | | | |
| Number of students tested | 50 | 53 | 47 | 36 | 50 |
| Percent of total students tested | 100% | 100% | 100% | 100% | 100% |
| | | | | | |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0% | 0% | 0% | 0% | 0% |
| | | | | | |
| State Scores: Percent Pass | 76% | 75% | 73% | 67% | 65% |
| State Scores: Percent Did Not Pass | 24% | 25% | 27% | 33% | 35% |

**\*ISTEP+ scores were not reported in leveled categories until 2002-2003.**

# Part VIII: ASSESSMENT RESULTS
# NATIONAL NORMS

| | 2004-2005* | 2003-2004* | 2002-2003* |
|---|---|---|---|
| **Grade 2: Math and Reading** | | | |
| **Immaculate Heart of Mary School** | | | |
| **TerraNova (Scores are reported as percentiles.)** | | | |
| **Edition/Publication Year 2003** | | | |
| **Publisher: CTB McGraw Hill** | | | |
| | | | |
| **Testing Month** | **September** | **September** | **September** |
| | | | |
| **IHM Scores** | | | |
| **Reading** | 91% | 86% | 80% |
| **Math** | 91% | 82% | 82% |
| | | | |
| **Number of students tested** | 49 | 50 | 52 |
| **Percent of total students tested** | 100% | 100% | 100% |
| | | | |
| **Number of students alternatively assessed** | 0 | 0 | 0 |
| **Percent of students alternatively assessed** | 0% | 0% | 0% |

\*On Thursday, December 9, Annette Jones, principal, spoke with Mr. Joe McTighe, Executive Director, concerning the second grade TerraNova scores. He requested that the principal provide second grade data for the last three years only. In addition, he asked the principal to note this conversation below the graph.

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